

Definition of Special Educational Needs

The Special Educational Needs Code of Practice 2014 states that a special education provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within the setting or require the involvement of specialist staff or support services. As part of using its 'best endeavours', an education setting should have arrangements in place to identify the need for and secure such provision, whether through expertise and resources available within the settings or by drawing on support from outside services.

The benefits of early intervention are widely recognised: identifying need at the earliest point and then providing good interventions, improves long-term outcomes for the child or young person.

SEND POLICY

We believe that each child is an individual and as such is entitled to a broad, balanced, relevant and differentiated curriculum which enables them to achieve their best in all areas of the school curriculum and supports them in developing the skills to become confident individuals.

We believe that Special educational needs do not simply result from deficiencies which are part of the pupil but that our management of the pupil's learning environment will play an important part in the success of their learning and personal development.

All the experiences and activities pursued in school should be provided within a caring framework which stimulates and fosters the social, intellectual, spiritual, aesthetic and physical development of each child allowing him/her to become a confident and fulfilled member of the community.

Learning support for pupils with Special Educational Needs

At different times in their school career, a child or young person may have a special educational need. The code of Practice 2014 defines SEN as follows:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age; or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for children of the same age in mainstream schools.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition stated above when they reach compulsory school age or would do so if special educational provision was not made for them. (Section 20 Children and Families Act 2014).

Difficulties related solely to limitations in English as an additional language are not SEN. (SEND Code of Practice 2014) Children who have a disability as defined in the Equality Act 2010 and require special educational provision will also be covered by the SEN definition

The Code of practice defines four broad areas of SEN. These are

Communicating and interacting – Children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Cognition and learning – Children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

Social, emotional and mental health difficulties – Children and young people have difficulty in managing their relationships with other people, are withdrawn, or they behave in ways that may hinder their and other children’s learning or have an impact on their health and wellbeing.

Sensory and/or physical needs – Children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Some children and young people may have SEN that covers more than one of these areas.

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a people in a category. At Putnoe Primary School we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

At Putnoe the term SEND applies to pupils who continue to make inadequate progress, despite high quality teaching targeted at their area of weakness.

What is **NOT SEN** but may have impact on progress and attainment

- Disability (the code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Aims of the Policy

Every pupil with SEN and disability in this inclusive school has an entitlement to fulfil their potential.

The aim of a special needs policy within the school is:-

To identify children in our school who have special needs and will require support (educational, emotional, behavioural, medical etc.)

- To assess these needs and provide a suitable work programme that will match the child’s abilities and provide access to the National Curriculum or Early Years Curriculum at the relevant level.
- To ensure early intervention

- To monitor, evaluate and record children's progress at regular intervals. To establish close contact with parents, through both formal and informal meetings, to ensure they are fully informed in consultation processes and to encourage their involvement and support.
- To enable pupils a voice regarding their SEND provision and progress, involving them in target setting and reviewing
- To create a positive working environment, where pupils can increase in confidence and mind set. Pupils are encouraged to develop a positive attitude to learning, through the 'four R's' – Reciprocity, resourcefulness, resilience and reflectiveness.
- To create individualised transition programmes into school and onto the next stage of the pupils education
- To establish close liaison with outside agencies and professionals such as: Learning Support Service, Education Welfare Officer, School Nurse and Educational Psychologist in order to seek further advice and support for the child.
- To implement and review administrative procedures where appropriate, i.e. Educational Health Care Plans.

Identifying children with SEN

The progress of all children is carefully monitored by the class teacher. The SENDCo may also observe or assess individual children. We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the child
- There is a change in the pupil's behaviour or progress
- The child's rate of progress slows down
- The gap between the achievement of a child and their peers does not close
- The gap between the achievement of a child and their peers widens

If parents/carers have a concern about their child's development, the class teacher is the initial point of contact. In addition Mrs Woodfield, who is the SENDCo, can also be contacted by the school office.

At the heart of each class is a continuous cycle of assessment and planning which takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements, but those children whose attainment falls significantly outside the expected range despite earlier interventions may have special educational needs.

Early identification is vital and the school uses a graduated response to identify children's special educational needs as outlined in the Code of Practice. The class teacher makes an initial identification and informs the SENDCO and parents at the earliest opportunity to share concerns and enlist their active support and participation

The following procedures must be followed when a child is perceived as having a Special Educational Need:-

Assess

The class teacher will have established a clear analysis of the pupils needs through teacher assessment of the pupil respect to the schools approach to pupil progress, attainment and behaviour.

The class teacher will have compared the progress made by the pupil in comparison to that of their peers.

At this time the expectation will be that class teachers will approach the pupil's parents for their own views and experiences, comparing these to the schools own information regarding the pupil.

Class teachers will take advice from support from external support services to help inform the schools assessment. If support services are not already working with the pupil, the SENDCo will contact them with parental agreement.

Assessment will be regularly reviewed to ensure that support is matched to need

Plan

This stage identifies the barriers to learning, extended outcomes and details what additional support will be provided to help overcome these barriers. The class teacher in discussion with parents and pupils will agree targets, interventions and support.

The decision to provide a pupil with SEND Support must be shared with a parent. It is expected that the parents will be invited into school to be notified, at this meeting targets should be agreed and the interventions and support that will be put in place shared with pupil and the parents. A date for the next review meeting also needs to be agreed.

Class teachers have responsibility to put the pupil's Support Plan on the schools server, and to share the information with all teachers and support staff who work with that pupil.

Do

Providing the support, extra assistance for earning or learning aids, as set out in the Support Plan. Support may be provided in class or in another area of the school, on a 1:1 basis or within a small group of learners with similar needs.

The class teacher should remain responsible for working with the pupil in a daily basis. When interventions involve group or one to one teaching away from the main classroom, the class teacher still retains responsibility for the pupil, working closely with support staff involved to plan and assess the impact of the interventions.

The support provided, and its impact in class, will be monitored closely and discussed regularly with the pupil and their parents or carers.

The SENDCo will support the class teacher in further assessments of the child's strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

Review

The effectiveness of the support and the impact on the child's progress should be reviewed in line with the agreed date. Parental and pupils views will be used as part of the analysis of the pupil's needs and any revision of outcomes and changes in support need to be consulted with the parents.

Support Plan +

When a pupil continues to make little or no progress and continues to work at levels substantially below those expected of children in of a similar age despite support that matches their area of need the school will consider involving specialists, including those from outside agencies.

When involvement of a specialist is considered parental consent and involvement should always be sort. Discussion and results of any assessment will also be recorded and shared with parents and teaching support staff who are supporting the pupil.

. The advice of the specialist will also be included in the child's Support Plan/EHC Plan if he/she has one.

The agencies used by the school include:

- Autism Advisory Team
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- CHUMS (Child Bereavement, Trauma & Emotional Wellbeing Service)
- Educational Welfare Officers
- Social Care
- Speech and Language Therapy Team
- Occupational Therapy
- School Nurse
- Behaviour Support Team
- Assessment and Monitoring Team

The SENDCo and class teacher, together with the specialist will then consider a range of effective teaching approaches, equipment, strategies and interventions that will support the pupil in their learning. Outcomes to be achieved should be agreed through the support and a date of review should be put in place.

Education Health Care Plans

The majority of pupils with SEND will have their needs met at the school and will not need an Education, Health Care Plan. However when despite the interventions and

advice from specialist support the pupil is not making little or no progress an EHC Plan may be considered. EHC plans will be based on a coordinated assessment and planning process which puts the pupil and their parents at the centre of the decision making. The plan will contain how services will work together to meet the pupils needs and support them in achieving the outcomes allocated.

Roles and responsibilities

Governors

The named governor responsible for special educational needs is Mrs Orr. The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The Governors ensure, through Head teacher delegation, that all teachers are aware of the importance of providing for these children

- To determine in co-operation with the Head teacher, the school's general policy and approach to provision.
- To monitor the school's provision.
- Analysis of pupil tracking data and test results (for individuals and groups of pupils);
- A qualified teacher is designated as Special Educational Needs (SEND) co-ordinator for the school
- To review the SEND Policy annually.
- To publish annually information on the school's website about the schools policy on SEND
- To publish annually information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourable than others and the facilities provided to assist access of disability children, and their accessibility plans.
- From August 1995, report annually in the Governors report to parents on the effectiveness of the school's SEND Policy.
- To allocate annually the resources for SEND provision.
- To work with the Head Teacher and SENDCo that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- To liaise with feeder and receiver schools to ensure continuity, progression of support and smooth transition.
- All staff to encourage children with Special Educational Needs to become as independent as possible and to build their self esteem.
- To ensure that children with SEND engage in the activities of school alongside children who do not have SEND
- All staff to look for strengths, which can be developed, in SEN children.

The role of the Headteacher

The Headteacher is responsible for the management of the special educational provision. In particular this will be:

1. To co-ordinate the formulation of the SEND policy and with the SENDCO and others to monitor and review this policy annually.
2. To provide support for the SENDCO to carry out his/her responsibilities.
3. With the SENDCO, assist in the involvement of parents/guardians and outside agencies as necessary.
4. To report regularly to the governing body in relation to learning support and SEND.
5. Identify any patterns in the identification of SEND within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
6. Responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The role of the SENDCO

The SENDCO has the responsibility for the day to day operation of the school's policy and is required to:

- 1) Carry out the duties of a schoolteacher as set out in paragraph 33 – 36 of the School Teachers' Pay and Conditions document (1992).
- 2) Carry out such particular duties which form part of sub paragraphs 11 and 12 of paragraph 35 of the 1992 documents, which the Headteacher may reasonably direct from time to time.

The SENDCO at Putnoe Primary School is Mrs C Woodfield and her responsibilities include:-

- To be responsible for the continued development of the SEND policy and its implementation, in conjunction with the Headteacher.
- To advise governors of the learning support provision within the school.
- To advise colleagues about the range of materials and approaches available to facilitate learning for pupils requiring learning support.
- To purchase special equipment and books as required and as the budget allows.
- To ensure effective record keeping within areas of special needs. To assist the Headteacher in assessing the effectiveness of the policy implementation.
- To liaise with feeder and receiver schools regarding SEND pupils.
- To foster the professional development of staff by leading discussions and workshops and keeping them informed through INSET.
- To liaise with parents and encourage their equal participation in the education and general development of their child.
- To liaise with professional agencies dealing with social, health, welfare leisure and professional guidance.
- To act to ensure that the principles and legal requirements of the 2010 Equalities Act and 2014 Children and Families Act.
- Co-ordinate the SEND and additional needs register.
- To monitor the progress of pupils in the school with SEND.

The role of the Class Teacher

Provision for children with special educational needs is a matter for the whole school. All teachers are teachers of children with special educational needs and teaching such children is, therefore, a whole school responsibility

- The class teacher has responsibility to;-
- Set high expectations for every pupil and to teach each child according to his/her needs: to plan and prepare lessons; set and mark work; assess, set targets, record and report on his/her development, progress and attainment.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.
- Keep a register of children who are on the SEND register.
- To write Support Plans for children on the SEND Register, with support from the SENCO if necessary.
- To make sure that children are aware of their targets and how to work towards achieving them.
- To meet with parents to discuss the additional support being provided to their children and to provide them with copies of Support Plans.
- To manage the provision of support for children with SEN in their class.
- To liaise with teaching assistants to ensure that they know how to carry out the IEP and small group work effectively.
- To ensure that children with SEND have opportunities to take part in group work with children who do not have SEND.
- To ensure that all children in the class have a positive attitude towards children with SEND and that they are treated as valued members of the class

The role of the Learning Support Assistant

The LSA will work closely with the class teachers to support children with Special Educational Needs. They will usually contribute to the planning and assessment and may contribute in reviewing targets and written reports.

The role of Parents

Parents will be encouraged to visit the school to discuss their child's progress regularly. When it is decided that a pupil is to be provided with SEND support their parent will be notified by the class teacher. Once a child has been identified as having special educational needs their parents will be invited to a meeting to share their concerns and with the class teacher identify the outcomes and targets for their child. Parents will also be invited to participate in home school learning programmes as part of their child's individual support plan

The school provides an explanatory leaflet on the stages of SEND to all parents who have pupils on the SEND register.

Parents will:

- Be invited to half termly Putnoe Support Plan meetings, where they will be encouraged to contribute their views and help create new targets for their child, and be invited to participate in working with their child at home as part of the learning support programme.

- Receive notice of any outside agencies or support services coming into school to assess their child.
- Be consulted by the school before a request for an EHC Plan is made.
- Be involved in discussions in how school and home can work together to achieve the best possible outcome for the child.

Parents too have a responsibility to:

- Communicate regularly with school and share any concerns they have about their child's learning and provision
- Fulfil their obligations under home-school agreements which set out expectations of both sides

To make communications effective teachers should

- Acknowledge and draw on parental knowledge and expertise in relation to their child
- Focus on the child's strengths as well as areas of additional need
- Recognise the personal and emotional investment of parents and be aware of their feelings
- Ensure that parents understand procedures, are aware of how to access support in
- Preparing their contributions, and are given documents to be discussed well before meetings
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- Recognise the need for flexibility in the timing and structure of meetings

Parents can:

Ask the LEA to consider whether an EHC Plan is necessary.

Appeal against a decision by the LEA not to carry out an assessment.

Partnership with Pupils:

All children with a Support Plan are encouraged to be actively involved in setting targets for their Support Plan's and in reviewing their performance.

Partnership with the wider community

We will liaise and work closely with other schools, health and social care providers, to meet the need of all pupils including those with SEND. Additional meetings are held with feeder pre-schools and middle school to discuss transitional needs of pupil with SEND, arranging additional visits and support as required ensuring a smooth transition

SPECIAL EDUCATIONAL and ADDITIONAL NEEDS REGISTERS

Master Register

This is kept by the SENDCO and contains a register of all pupils with SEND currently attending the school. Copies of Support Plans and other relevant

documentation are available in the pupils file located in the SENDCo /Family Workers office

Class Registers

Each teacher is responsible for keeping a register of pupils in their class who have Special Educational Needs.

These registers should contain:

A register of all the pupils in the class with SEND

Individual Putnoe Support Plans/review sheets

Copies of guidance/targets provided by Outside Agencies

Copies of EHC Plans

Admission of children with SEN

The school adheres to the Disability Discrimination Act (1995) and therefore will not refuse a child with SEN or a disability a place at the school unless there are no reasonable adjustments that could be made to meet their needs. For more details please refer to the Admissions Policy which is available on the school website.

Supporting Pupils with disabilities

Putnoe Primary school is wheelchair accessible and there are disabled toilet facilities on both floors. The school is on two floors with easy access and double doors, lifts and ramps. We ensure where ever possible that equipment used is accessible to all children regardless of their needs. We understand the importance of allocating extra resources to support pupils with disabilities to help prevent any substantial disadvantage they experience because of their disability. Where possible the school endeavours to put these procedures in place before the pupil enters the school. Any specific physical requirements will be assessed individually and equipment will be provided to meet these needs with the help of Local Authority SENDD services.

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions need to be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled, and where this is the case the school will comply with its duties under the Equality Act 2010.

- Some may also have special educational needs and may have an Educational Health Care Plan which brings together health and social care needs as well as their special educational provision.

Social, emotional and mental health

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.'

(Keeping children safe in education 2018)

The school recognises that 'Social, emotional and mental health' is now one of the four areas of special educational needs. The procedures outlined in the policy above for children with special educational needs or a disability also apply to children who are experiencing psychological stress or mental health issues.

In addition the staff are committed to promoting wellbeing throughout the school. They recognise the role that the school plays in promoting the resilience of all our pupils. We work to ensure that our school is a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their concerns.

Difficult events that may have an effect on pupils are:-

Loss of separation –death, parental separation, divorce, hospitalisation, loss of friendships, family conflict which results in child having to live elsewhere, being taken into care or adopted.

Life changes – birth of a sibling, moving house, changing schools.

Traumatic events – abuse, domestic violence, bullying, accidents, injuries or natural disaster.

Class teachers are well placed to spot changes in behaviour that might indicate a problem.

Putnoe aims to support children experiencing any of these events and intervene well before mental health problems develop.

The SENDCO and Family Worker work together in the office and therefore take a very joint approach to the welfare of children and their families, and are therefore able to identify in a timely manner pupils who may benefit from Early Help. In particular identifying the potential need pupils with disabilities or SEND may have in accessing the service. (Keeping children safe in education 2018)

When does mental health become a special educational need?

Children with mental health problems may need to be put on the SEN register if it is significantly affecting their ability to learn and special provision has to be made for them. Special provision may need to be made for:

- Problems of mood (anxiety or depression)
- Problems of conduct (oppositional problems and more severe conduct problems including aggression)
- Self-harming, substance abuse, eating disorders or physical symptoms that are

Monitoring and evaluation

The SEND policy, Report and procedures are reviewed by the SENDCO and SEND Governor on an annual basis.

Complaints

If parents have a complaint this should be directed in the first instance to the class teacher or SENDCo.

If there continues to be cause for complaint parents should address their concerns to the Headteacher or the Governing Body.

At any point parents can contact the Parent Partnership Service for support and advice about their child. The Parent Partnership Service offers free confidential support for parents and carers of children with special educational needs.